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ABSTRACT

The status and goals of adult education programs in Brazil are discussed in this report. Supplemental systems such as the Brazilian Literacy Movement (Mobral) and their results are described and evaluated. Charts detailing the evolution of literacy are shown and priorities in education are suggested. The progress of other educational entities is also reported on. (RS)

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Adult Education in Brazil

AEO 128990

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Adult Education in Brazil

I — Introduction

After the end of World War II, an international movement was organized, with the purpose of rebuilding devastated countries and bringing economic progress to nations whose standards of living were extremely low. To define the process of reconstruction, or economic construction, the word "development" came into use. Gradually motivating and mobilizing the administrative elites of all modern civilized societies, the struggle for development gave birth to a new theory in the field of social sciences.

Already, frustration of the efforts to raise the standards of living in the so-called "poor countries", compared with the tremendous success of reconstruction elsewhere (i.e. the German, Japanese and French "miracles"), brought to mind and seemed to demonstrate the existence of certain elements of progress that had hitherto been neglected.

Economic research in countries whose rises in prosperity were precocious and intense showed a persistent coincidence. This peculiar dynamism appeared always in nations with good educational systems. On the other hand, countries with great natural resources, which did not develop, had, all of them, deficient school systems.

The instruments of economic analysis, improved by the use of quantitative methods, showed new dimensions of dependence between education and development. The decade of the sixties was fertile in researches made which demonstrated the extreme importance of education: first, the mathematical correlations between indexes and variables tended to show, on one hand, the average educational level in various countries and, on the other hand, its economic achievement; second, the analysis of rates of return from investments in education, finally, the more ambitious investigations, aimed to quantify the effect of the "residual factor" upon growth or on the absolute level of the National Revenue.

The results of these researches, convergent and reliable, were unquestionable, despite its notorious methodological faults. Education became the fundamental element in the economic progress of nations.

In addition, these researches proved that a community's development is accomplished only when expansion is associated with transformation. Such transformation is social, cultural and economic and as much qualitative as quantitative.

Therefore, social transformation is not just a by-product of economic development but rather one of its main determinant factors.

It is impossible to discuss the development of a country without determining a group of variables, whose evolvement shows, in time, the socio-cultural stages of a nation.

The Board of Statistics in the United Nations Organization proposed 9 characteristic elements for a standard of living index which, in addition to other indexes, would allow an objective judgement of the socio-economic development of a community and, by approximation, a measurement of the "quality of living" in that community. They are: public health, food and nutrition; education; employment and working conditions; housing; social security; clothing; leisure and recreation; human freedom.

Only when these elements are kept in mind, is one actually able to talk about development which becomes then an increase in real capacities, offering a "handful of options" ("des choix ouverts")

to individuals and societies for the planning of their daily lives.
Education, among the 9 elements above mentioned (to characterize the process of socio-cultural transformation), is essential in the sense of being a basic requirement for changing the others. For instance, it is impossible to expect an improvement in public health or nutrition, without simultaneously creating conditions and preparing, through education, for benefits from these changes. Education brings out each man's merits, shaping his character and personality, guiding his behavior and developing his talents, technical abilities, his changing creative capacity, with the purpose of maximizing his performance as an individual and as a social being, and of his fulfillment as a Person (Human).
In Brazil, there is a recent preoccupation with education as the priority element in projects for development, and also a new attitude of seeing it as a profitable investment.
This concern took shape, mainly, in the strategic Program of Development 1968/1970 and in the current National Plan of Development (PND). The Brazilian Government, in the 1st PND in effect until 1974, considers that education is the basic condition for the process of self-supported development as well as an essential need in a democratic society. Desiring more than the social progress, the government intends to create a type of education capable of providing conditions which would hasten the country's total development, allowing Brazil's integration into the group of advanced societies whose challenges it must already be prepared for.
The multiple demands of industrial societies and the impact of technological evolution upon education show the necessity of exploring new features of the educational process, introducing possible changes in its goals and philosophy and making it ready to meet present and future needs.
The educational system in Brazil is living through a time of effort towards development — keeping in mind that education, by itself, because of the long time taken to complete its projects, needs a prospective horizon *to determine its purpose and goals — and is introducing the Sectorial Plan of Education for the triennium 1972/1974, as the intermediate aim within the foreseen horizon for the 2nd decade of the United Nations development, which established the year 1980 as the deadline to determine guidances and goals in the educational field.*
Since 1964, the Brazilian Government has made great efforts to expand education, bringing an increase in the number of spaces and a rise in the percentage of those who had been promoted.
Between 1964 and 1970, the enrollment for various levels of instruction increased as follows:
— Elementary Education (the first four grades of the 1st level of instruction) = 35%
— Intermediate Education (the second four grades of the 1st level of instruction plus the grades pertaining to the 2nd level of instruction) = 116%
— Higher Education = 200%.
This effort will increase because, although there are limits to the rate of economic growth of a country, there are no limits to the

social demand for education. This is because, as a secondary effect of economic development, the demand for education increases simultaneously, both quantitatively and qualitatively. However, education becomes more and more expensive due to associating its expansion with greater benefits and better quality, through the use of new equipment offered by the technological advance.

The acceleration of the educational revolution in Brazil must be based upon the formation of an adequate infra-structure of human resources, suitable to our socio-economic, political and cultural needs and upon the increasing productivity, yield and efficiency of the educational system itself.

This will be attained mainly through bettering the quality of teaching, eliminating idle capacity, planning quantitative increase in opportunities, adjusting the curricula to the national reality and to regional peculiarities, and inter-relating education, research and technology among themselves and with the total development of the country.

In this manner, the process of democratization of opportunities and of the formation of a national conscience, which are necessary to the socio-political development of the Brazilian nation, will gradually come about.

In the long run, the viability of this policy will be assured by the creation and implementation of a system of Permanent Education whose purposes are as follows:

a) Eliminate the gaps among the various grades of instruction and between the technical-professional education and the traditional academic teaching, by adopting the principles of flexibility, integration and continuity;

b) Organize supplementary education offering and teaching courses which enlarge the chances of the individual to educate himself at any time;

c) Strengthen the total of human resources through training which updates and integrates the professional;

d) Introduce the process of counseling to orient students as to their options, both in the regular education program and in supplementary teaching, taking into account the individual and his ambitions;

e) Implement an advanced technology to provide for the incorporation of education towards the total development of the country.

The organization of a System of Permanent Education will offer the Brazilian Man the chance to educate himself constantly, according to his individual characteristics, and, at the same time, maintaining up-to-date the sum of human resources, necessary to the country's development and progress.

A link must be established between formal education and training, consisting of a mechanism for occupational counseling and supplementary education, capable of, at any time, providing readiness for work, return to formal education and training, and the educational and occupational preferment of the individual.

The system of permanent education will have the following characteristics:

1) The current system of formal education will concentrate its efforts, at all levels, in the general education, emphasizing the transmission of

knowledge and setting aside the preoccupation with specific qualifications;

2) A system of training will be organized consisting of the offices already operating and also including the community in general and private enterprise in particular (these also becoming, to a certain extent, training divisions);

3) A link will be established between formal education and training, consisting of an occupational counseling mechanism and of a supplementary education mechanism. Normally, when the individual leaves the formal education system, he will be led to training for working, guided by counseling. Inversely, when he wants to update himself and progress in the scale of general education, he will be guided in this direction, through a mechanism of supplementary teaching;

4) The return to the formal education system will be made easy due to the fact of it being organized on the basis of credits and, therefore, offering the chance of choosing the type of knowledge found necessary by the user. The traditional concept of career would tend to disappear (and, with it, many negative aspects of "social prestige" of some professions);

5) The private enterprises included in the system would be considered training agencies, since it seems the best solution to fulfill the modern trend to create new economic sectors and new professions, because the educational system by itself could not afford such diversification, in case of practical and specific teaching. This strategy will be rapidly disseminated, preventing problems that now exist and that tend to grow. It should be noticed that almost all countries in the world are ready to initiate this job, which does not depend upon large financial resources since it is possible to benefit from the formal education system (always existent) and to organize the training divisions and the enterprises into a real system. In some cases, it will be necessary to create the mechanism of supplementary education whose "status" is equivalent to the traditional formal education and, in almost every underdeveloped country, to set up the occupational counseling. Such effort, however, will be fully rewarded by the excellent results of this strategy. Each system about to be implanted along these lines requires a thorough study, so that the following objectives can be fully met: creation of real opportunities for promotion through work; automatic adjustment to changes in the labor market in which a great number of new professions will appear and from which various others will disappear; total permeability between education and work, economic viability of diversification of professional preparation which will tend to occur on a large scale in the years to come; perfect complement between general education and professional education; real possibility to derive total and progressive benefits from the intellectual potential of all individuals. These advantages, by themselves, justify the abolishment of traditional techniques and the adoption of the proposed system, which should be gradually implanted, according to the availability of human and material resources of the country.

II
Adult Education in Brazil

At the moment when a great incentive is given to effectively resume development, the education of adults stands in the first line of attack. Its expansion and reformulation is being undertaken, so that it constitutes a powerful weapon serving to accelerate development, social progress and employment expansion, within the proposed pattern of Permanent Education.

As an instrument to accelerate development, the importance of adult education comes chiefly from its contribution to the technological progress. It assures greater specialization of the labor factor and better forms of organization and newer methods. It must be pointed out the development programs are not just conditioned to the quantitative increase of human resources, but also to the preparation of new types of human resources, being the education of adults — engaged in the labor force — responsible for the short term impacts, which increase the productivity of the economic system.

As an instrument of social progress, the Brazilian educational system, generating equal opportunities to all social classes, shapes a democratic society and assures that, through systematic adult education, the means of social promotion will reach, however late, the most distressed people in the lowest social strata.

As an instrument of expansion of employment opportunities, adult education will prepare the Brazilian adult student for life in a modern society as well as qualify him to meet the present and future requirements of the labor market.

Based upon the educational legislation of our country, we find two distinct phases in this process:

— from 1961 to 1971, adult education was partly conceived and organized in association with the formal educational system and partly separately. It was characterized mainly by the dispersion of efforts and the lack of a definite policy integrated into formal teaching. In terms of expansion, it experienced considerable variations.

— from 1971 on, adult education constitutes a separate, but not static, system, defining new perspectives and permitting a reai integration with formal teaching. The principal point in the new policy of adult education is in the elevation of its "status" and the consequent abandonment of its previous position which was merely residual.

The Directives and Bases Act for National Education (LDB) passed on Dec. 20, 1961, authorized the formation of special classes or supplementary courses for those who did not receive elementary education from the ages of 7 to 14.

In accord with the Act, the organization of courses to educate adolescents and adults was undertaken by the individual States. The organization followed the principle of de-centralized teaching and was similar to the formal teaching program with adjustments to regional socio-economic conditions and to adult students. In general terms, both organization and administration are still the same. Regarding the pedagogical content, the Act aimed at the transmission of general knowledge.

The above Act also provided the adult a means of obtaining certificates of completion of junior and senior high school after passing the respective age of 16 or 19. It provided for taking "maturity" examinations after completing courses outside the regular school system. The adults were prepared for these examinations mainly through private courses.

Such examinations allowed an individual to continue or finish his formal studies, letting him, in this case, get a productive job. These examinations are taken at regular schools designated by the Board of Education in each State. The examination tends to be uniform regardless of the section, town, state or region in which it is given.

Besides the supplementary teaching provided by the LDB and developed by the States, other adult education systems operate nationally outside the formal school system. The most important, due to the work they are performing, are:

- Brazilian Literacy Movement (MOBRAL) founded Sept. 1970
- Basic Education Movement (MEB)
- Evangelical Conference of Brazil
- Minerva Project (Ministry of Education and Culture-Radio)
- FEPLAM (Educational Foundation-Father Landell de Moura-using radio and TV)

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— Central Brazilian Foundation of Educational TV, and

— Father Anchieta Foundation (TV and radio).

In addition to teaching adults to read and write, these institutions have been offering educational courses which permit an individual to enter the regular educational system or the labor market. However adult education was never considered as an end in itself. This, plus the small importance given to supplementary teaching by the Department of Education, limited the scope of adult education before 1971.

Supplementary teaching, despite its link to common elementary education and despite the shortcomings already mentioned, did make the States aware of their responsibilites in this field. However, only with the advent of MOBRAL did supplementary teaching gain new importance and become modernized.

Act No. 5.692 of August 11, 1971, gives guidelines for the First and Second levels of teaching. It states in Chapter IV, which concerns supplementary teaching, the following:

"Art. 24 — Supplementary teaching will have the purpose of:

a) offer regular schooling to adolescents and adults who did not continue or finish the level at the proper age;

b) provide, by means of repeated returns to school, extension or updating courses for those who had taken the regular school program either entirely or partly.

Paragraph — Supplementary teaching will include courses and examinations to be organized in the various systems, according to the rules established by the respective Boards of Education.

Art. 25 — Supplementary teaching will include, depending on the needs to be met, everything from teaching reading and writing, counting and professional preparation, up to intensive study of regular teaching disciplines.

1st Paragraph — The supplementary courses will have a structure, duration and schooling regime which will adjust to its own goals and to the special type of students for whom they are planned.

2nd Paragraph — The supplementary courses will be administered in classes or through the use of radio, television, correspondence and other means of communication, which could reach the largest number of students.

Art. 26 — The supplementary examinations will cover that part of the basic curriculum established by the Federal Board of Education, enabling the continuation of regular studies, and may, when taken only for the purpose of 2nd level professional qualification, include just the minimum stipulated by the same Board.

1st Paragraph — The examinations which are referred to in this article must be conducted:

— at the level of completion of the teaching of the First Level, for those more than 18 years old;

— at the level of completion of the teaching of the Second Level for those more than 21 years old.

2nd Paragraph — The supplementary examinations will be the responsibility of official or recognized establishments designated for the various school systems, annually, by the respective Boards of Education.

3rd Paragraph — The supplementary examinations may be unified under the jurisdiction of the whole system of teaching, or a part of it, in accordance with special norms set up by the respective Boards of Education.

Art. 27 — At the level of one or more of the last four grades of the 1st level of instruction, courses of apprenticeship will be offered to students from age 14 to 18, to complete the regular schooling, and, at the same level of the 2nd, intensive courses of professional qualification.

Paragraph — The apprenticeship and qualification courses will permit the continuation of studies when they include disciplines, fields of study and activities which make them equivalent to regular instruction, in conformity with the "rules in the various systems."

From the text above, the following possibilities are foreseen:

— an organization and administration adequate to the quantitative dimension of the problems concerning adult education in a large country like Brazil;
— articulation of various programs which are dedicated to adult education;
— adaptation of the pedagogical content to the psychological characteristics of the adult, meeting his needs and interests;
— channelling specific resources to accomplish adult education;
— vertical and horizontal articulation of institutions, looking forward to the harmony of the supplementary system; and
— specific training of people to perform in the area of adult education.

Plotting the legal and prospective picture of Adult Education in Brazil, the analysis of institutions which stand out the most in this sector, and the perspectives of these organizations, is of concern to us.

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III
The Brazilian Literacy Movement MOBRAL

1. PRIORITIES AND CHARACTERISTICS

The determination of the specific clientele for adult education courses in Brazil stumbled immediately on the problem of illiteracy. Due to its proportions and to the intense negative repercussions in the socio-economic system, illiteracy must be attacked with priority.

The evolution of illiteracy during the last 4 decades provided us an insight into the problem and into its dramatic scale, even in comparison with the other Latin American countries.

The table below shows this evolution and lets us assume calmly that the country would be obliged to stay with the problem at unacceptable rates until the end of the XX century, unless an intensive literacy program was established with the adequate scope.

TABLE I

EVOLUTION OF ILLITERACY IN BRAZIL

year	population 15 years old and up	illiterates 15 years old and up	%	population (15-39 years old)	illiterates (15-39 years old)	%
1940	23.639.769	13.279.899	56	16.515.330	8.937.282	54
1950	30.249.423	15.272.432	50	20.911.777	9.964.060	46
1960	40.187.590	15.815.903	39	27.017.011	9.422.610	35
1970	54.338.606	17.936.887	33	35.954.488	9.911.744	28

Source: Demographic Census in 1940, 1950, 1960 and 1970.

These levels are above those registered by UNESCO for Latin America where rates of illiteracy were 32,5% and 23,6% of the adult population, respectively, in the years 1960 and 1970.

The above numbers require that this problem be approached on a large enough scale to assure a virtual eradication of illiteracy during the decade of 1970, in order to support the intense effort of modernization of the Brazilian society.

For this purpose, the Federal Government created MOBRAL — The Brazilian Literacy Movement — whose principal characteristic is the large scale programming of literacy courses and, in addition, the continued Education of adults at higher educational levels.

MOBRAL began to operate on September 8, 1970, International Day of Literacy. It was preceded by an evaluation of educational, social and economic priorities of the Brazilian society, which determined the right moment for the establishment of a vast literacy program and, also, the various strategic possibilities of the Movement in order to guarantee viability and its prompt spread throughout the country.

In this conception, the following priorities were established:

a) Immediate attack on illiteracy among the urban population

This segment may be recruited faster, and also the facilities of urban life permit the prompt installation of literacy centers and the mobilization of teachers.

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In addition, the urban population is the one that resents most the lack of education, due to the complex requirements of modern life and to the high degree of competition found in industrial areas.

This schooling, aside from its high social value to large numbers of people, will bring outstanding results to the productivity of the economic system. Individuals recently taught to read and write will form one more pressure group in the labor market, in which it had little or no participation previously.

b) Priority attention to the groups from age 15 to 35

This priority is justified by the fact that this group is more likely to return, in terms of increased productivity, the resources invested in its formation during its useful life. This is combined with the greater possibility of success in the social adjustment of these younger age groups, which have habits that are not crystallized as yet and are more likely to change. This priority does not mean the elimination of the most advanced age groups from the program. Once these groups look for the MOBRAL System, they will be attended to, in order not to create frustrations.

c) Priority for literacy program rather than continued adult education

This approach is justified by its more democratic character. It also meets the socio-economic-cultural needs of a greater number of people. Finally it presents a greater dimension in terms of social justice, the illiterate being the populational mass with the lowest income of the total population.

Once the priorities were selected, the Movement needed to adjust its characteristics to the problem's dimensions. This could guarantee the viability as well as the success of the program, taking into consideration the priorities already established.

These basic characteristics are:

I — Fluidity of financial resources assigned to MOBRAL. All of these are of extra-budgetary nature and constitute very significant sums. These resources consist of 30% of the net income from the Federal Football Lottery plus deductions of 1% from the income tax of corporations. Added together, for 1971, it approximates 14 million dollars. In 1972, it will exceed 20 million dolars (5% of the federal expenses for education).

II — Organization of Municipal Boards as the basic cell for MOBRAL activities. The Boards run a communal campaign throughout the country. This has never been done before and it is highly dynamic, reflecting successfully upon recruiting of illiterates and the mobilization of community resources (physical, human and financial).

III — Support of private enterprise, which immediately provided the teaching material on a large scale, at low cost, and distributed it everywhere in the national territory.

Once the priorities were defined and the basic characteristics of MOBRAL established, it was enough to start the mechanisms which would spread the movement on a national scale.

A vast publicity campaign originated the first community movements which, taking advantage of the enormous idle capacity of installations and the large number of instructors available (teachers outside the educational system as well as volunteers with better schooling), spread the program throughout the country. It provided a measurable political impact and also strengthening of the "education mistique" necessary to the implementation and accomplishment of the various education projects plotted in the Federal Government Program.

In its full social dimension, MOBRAL may be considered as a vast experiment (project) to raise socially a considerable parcel of the Brazilian population, which was, until then, stigmatized by poverty and a lack of prospects. The burden of this negative heritage hit it badly during various periods prior to the explosion of the current development process in Brazil.

The opportunities that will be given to those recently become literate will form the positive

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pressures necessary to Brazil's socio-economic development. It will be felt at the level of the labor market, increasing productivity in the economic sector. In a broader view, it will mean that the entire Brazilian society will be renewed through the assimilation of this group and the raising of new goals.

The social transformations originating from the release of these positive tensions will assure a compatibility between economic growth and social development. A breakdown in the system, due to disharmony between these two sectors will be avoided. The rate of growth and a larger integration of the population in the establishment of a modern and just society will be maintained.

2. EXECUTION

With the purpose of attacking, on a large scale, the problem of illiteracy among adolescents and adults, MOBRAL adopted a structure of ample administrative decentralization, divided into three parts:

a) Central MOBRAL;

b) State Coordinators;

c) Municipal Boards.

The real executors of the program are the Municipal Boards, spread throughout the country. They are in charge of recruiting illiterates, providing classrooms, teachers and monitors, and organizing the literacy courses. In October, 1971, there existed in Brazil 3.385 Municipal Boards at work. These Boards are composed of members from the municipalities, service clubs, entrepreneurs and clergymen, and try to integrate the community's resources for the sake of literacy.

The Central MOBRAL operates with these Municipal Boards through agreements, by praiding didactic material, technical orientation, and funds for the payment of the teachers ..... (Cr$ 21,00 per student/program in courses lasting five months). The courses, given mainly in the evening, take advantage of idle hours at schools, churches, unions, etc, so that MOBRAL is exempt of any rental expenses. Also Central MOBRAL does not have any administrative expenses for the program in the municipalities. These services are largely given free, although a small portion is financed by community funds. The supervision of the agreements and the evaluation of the results obtained pertain to Central MOBRAL.

To guarantee the success of its proposed goals, Central MOBRAL has 2 managements:

I) Pedagogical Management (GEPED), multidisciplinary, is in charge of organizing, programming, executing and evaluating the educational process, as well as training personnel for all the phases of this process, according to the guidances of the Executive Department of the Movement.

II) Mobilization Management (GEMOB), is in charge of mobilizing community resources — institutional, material and human —, on every level, for the purpose of community participation in the eradication of illiteracy in Brazil, as well as detecting gaps and finding solutions for these problems with the assistance of Boards and Coordinators.

Between the two administrative levels, are placed the State Coordinators which, in each State, try to activate the Municipal Boards, follow up the agreements executed, and pay for the necessary technical and financial assistance.

In 1972, Regional Coordinators were created. They act without executive authority, only harmonizing the states programs in the same region, and advising directly the Central MOBRAL.

Perhaps MOBRAL could have chosen other types of collective action to function as the movement's basic cell: the club, the church, the union or the barracks. However, the primary purpose of these institutions is not to promote literacy and they do not constitute an organic whole. On the other hand, the municipality is an organic and integrated whole. Also, the Municipal Board will help to create a sense of local responsibility through the system of education.

So, MOBRAL established the Municipal Boards as basic cells of its work. It becomes, therefore, the only national organization depending upon community action for the planning of its activities. This was never done before in Brazil.

Despite the efficient help from communities to start and maintain the movement, MOBRAL needs a systematic and organic participation to assure a higher efficiency, and an intense and

extensive mobilization of all community resources.

The above mentioned Management was organized at the level of Central MOBRAL. It is multidisciplinary and has essentially mobile characteristics, which are supported, in the States, by agents of mobilization specially designated by the State Coordinators.

At community level, in addition to the Municipal Boards, the teacher may be considered as the ideal agent of mobilization, taking advantage of his natural prestige to develop the cooperative spirit among the students of the various courses given by MOBRAL.

MOBRAL has an essentially pragmatic approach towards community mobilization. The pioneering aspects of this nationwide action will lead to the establishment of a methodology. This will spread the benefits from MOBRAL's action, which will not come to an end during the educational process. The embryo of social dynamism, scientifically and systematically activated, will come out from it.

The chosen financing mechanism was the agreement, on one side, and the donation of didactic materials, on the other.

Through the agreement, the Municipal Board is obliged to look after a certain number of illiterates, receiving for each student a fixed amount, paid in six installments. The payment in installments allows the necessary adjustment of accounts in case of drop-outs. The total effective cost of the agreement corresponds to the amount of Cr$ 21,00 per student who reaches the 5th month. The Municipal Board is in charge of complementing, if necessary, these funds in order to cover all the expenses inherent to the program. This allows total flexibility for payment of teachers (to whom the funds are mainly disbursed), purchase of materials for the students and buying the usual didactic materials, etc.

The planning and manufacturing of didactic materials were left to private enterprise which gathered pedagogical teams to design them. Besides, private enterprise agreed to work at marginal cost and not at medium cost. This last fact, added to the exceptional scale of production, allowed a very low cost for the basic materials, of only US$ 0.61 per set, plus 4 additional books and 10 copies of the MOBRAL Journal also at the approximate cost of US$ 0.60.

Simultaneously with the literacy courses, MOBRAL has developed, since 1971, an experimental project of Integrated Education involving 34.000 students in 181 counties. This program corresponds to an elementary course (4 years of the present 1st degree), in a compact version for adolescents and adults lasting one year in the period following the 5 months of the literacy course.

These above courses were developed in another project, started by direct agreements between the Education Departments and Central MOBRAL. Central MOBRAL supplies them only with didactic materials, training and guidance, leaving to the States all the additional administrative involvement such as payment of teachers, facilities, etc. Today, these agreements encompass about 700 thousand adults.

3. METHODS AND DIDACTIC MATERIALS

MOBRAL did not select in advance any specific literacy method.

The intention was to use several known methods in order to select the best ones, considering the particularities of each region and each populational group involved.

The didactic materials were planned by the Department of Education of two big publishers, under the supervision of MOBRAL'S technical team. The basic idea which oriented its elaboration was the choice of key-words which are common throughout the national territory and which appear frequently in common spoken language.

These materials are analyzed by Central MOBRAL's technical team, which selects them according to their adequateness to the student's real life. This leads him to integrate himself into his groups and into society, becoming an active element in his own personal changes and in those the country is going through.

The didactic materials were elaborated with the purpose of filling the needs of the two programs of MOBRAL: Literacy and "Integrated Education".

For the Literacy Program, the didactic materials consist of:

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1 — A didactic set, that is, a textbook and the drill-books for mathematics and language, as well as the teacher's manual and a set of motivating posters that help the teacher to teach the course.

All the books take into consideration the level of maturity of the students for whom they are made. The teacher's materials contain a methodological orientation, capable of helping him to understand the student and the characteristics of the illiterate adult, as well as those for helping the student to integrate himself in his community and to participate in its development.

2 — 4 books of continued education with the purpose of:

— developing reading abilities which were started in the literacy program and to awaken in the student the taste for work, develop his creativity, create habits of hygiene (and health), teach him to live in a community. In this way the student is given an opportunity to transfer the learning to his daily life. One of the books has the purpose of shaping the citizen, teaching him his rights and duties. The books are given to the student after the 3rd month of schooling.

3 — MOBRAL Journal which aims to incentivate and give reading practice to the student, keeping him and the community up-to-date with the latest news about the country and the world. 2.000.000 copies of this periodical are issued twice a month.

The didactic materials of the "Integrated Education" program consist of:

1. A didactic set like the one in the literacy program only more sophisticated. It has a pedagogical part devoted to research, through which the teacher will develop the student's interest.
2. Four more books, included for the student's research. These will not only help the student but also his family and his community since the subjects are presented and kept up-to-date in a way interesting to everyone.
3. "Journal of Integration" from the "Integrated Education" Program, which presents both a pedagogical part, orienting the teacher toward research, and another part which keeps the student up-to-date with the latest news from Brazil and the world. This periodical is issued in ..... 1.000.000 copies monthly.

The methodology used in the apprenticeship training of the students is one of "team work", "discussion" and "discovery".

By means of "team work", we try to obtain the participation of every student, offering them in this way an opportunity to develop themselves, using the idea of "team spirit".

Through "discussion", the students place before themselves what they learn, what they live. They enrich themselves through the exchange of experiences, and motivate themselves for the work of "discovery" (i. e. research).

Reading centers were also organized in certain counties where Integrated Education is being taught. One reading center was established for every 4 or 5 literacy centers.

The reading centers have provided the students of pilot-projects with opportunities to develop their critical ability, the scientific mind, the habit of reading and research and the desire to keep themselves informed.

They improve the knowledge of the students, through the exchange of experiences, reading magazines and books sent by publishers. The reading centers act also as a center for research, community and cultural activities.

In a subsequent stage, the reading centers will be transformed into centers of communication and information for the communities. Thus literate persons who so desire will have access to updated sources of communication and information.

4. EVALUATION AND PERSPECTIVES

The success attained by MOBRAL is unquestionable. Levels of attendance, reached in the first two years, are impressive. This was possible thanks to the dynamism created by wide decentralization through Municipal Boards and by the real engagement of the communities involved. It is the first national movement that truly aroused the community spirit of the country, mobilizing human and material resources and financial support at the local level.

At the moment, MOBRAL emerges as a solid organization, fostering good relationships among

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the various groups of action — State Coordinators, Municipal Boards. It has created the indispensable Regional Coordinators; organized effectively the production and the distribution of didactic materials; disciplined the flow of expenses of the Movement; improved the productivity of the system; combated drop-out and failure; and, what is more important, built a system to evaluate the quality of its final product (basically, the literate), promoting also a series of socio-economic-pedagogical research (follow up) of the MOBRAL student, through the various stages of his useful life.

MOBRAL, due to its legal attributions, becomes naturally the ideal mechanism to coordinate supplementary teaching in the country, within a wide picture that involves the formal system of education, the training system and the counseling mechanism, as parts of a larger and more definite system of Permanent Education, according to the Act 5.692.

While the present scale of the illiteracy problem lasts, MOBRAL will give priority to the illiterate contingent and, following that to lead towards the Supplementary Teaching networks, already renovated by their approximation to MOBRAL, through agreements with the Departments of Education. However, MOBRAL will only plunge into more sophisticated experimental projects — like the present Integrated Education Project — with precise evaluation of the programming and careful judgement of the viability of generalizing each new experience.

The increase in the recruiting indexes and the attack against dropping-out will gain considerable help through the action of the recently created Management of Mobilization of Central MOBRAL, where a multidisciplinary mobile team will move about to States and Counties. Also State Coordinators will support their effort specifically through mobilizing community effort.

The 6th month was established with the purpose of pedagogical recovery for the students who did not become literate during the regular course of 5 months. This will permit a qualitative improvement and will considerably increase the number of adults who effectively become literate, lowering the cost per literate student.

MOBRAL's funds in 1972 will exceed 20 million dollars and may possibly be increased by resources from international organizations. So far, MOBRAL has not experienced financial restrictions on its programs, because its activities operate at very low costs.

The literacy program, predominantly supported by MOBRAL, shows the following costs per unit:

Financial cost of the student/program (attendance in the 5th month).

Cr$ 21,00 ≅ US$ 3.50

Cost of didactic materials:

— Basic — 1st month

— Continued Reading — 3rd month

— MOBRAL Journal — 10 copies

Total ≅ Cr$ 7,20 ≅ US$ 1,20

Confronting these costs with various attendance frequencies verified during the regular course of 5 months, and considering the average index of failure, will result in the following final costs:

Total cost (financial cost + cost of didactic materials + 10% for administration)

a) Literate Student ≅ Cr$ 56,00 ≅ US$ 9.33

b) Student Under Contract ≅ Cr$ 24,80 ≅ US$ 4.13

The addition of the 6th month, and admitting the possibility of enrolling half of those who were not alfabetized in this 6th month extension, should result in 60% literacy of these students (percentage equal to the regular course), reducing the cost of the literate student by about 14%, to Cr$ 48,00 (US$ 8.00).

This cost of literacy is one of the lowest in the world, since UNESCO estimates one literate to cost between 20 and 25 dollars. Thanks to this low cost, MOBRAL presents the following results of its assistance to the students:

1970 — MOBRAL started its work in September, 1970. In this beginning year, Municipal Boards gave courses of different duration which made the evaluation of results difficult. Even so, the

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table below demonstrates the results obtained in 1970, according to geographical regions.

1970

Region	Counties involved	Students under contract
North	24	21.386
Northeast	190	121.889
Southeast	228	247.036
South	137	77.149
Middle-West	34	42.880
Brazil	613	510.340

The productivity of the system in this first year 1970 was not very favorable since, in average, only 33% of the students under contract became actually literate.

Immediate drop-out (difference between students who attend the 1st month and those under contract), **mediate drop-out** (during the course, from the beginning of the 1st month until the end of the 5th month) and **failure** (34% of the students who attended the 5th month, on average, for Brazil) reduced the average productivity to 33%.

Results differed according to geographical regions as follows:

Regions	Under contract	Composed index (*)	Literate
North	21.386	0,216	4.619
Northeast	121.889	0,359	43.758
Southeast	247.036	0,244	60.277
South	77.149	0,486	37.494
Middle-West	42.880	0,548	23.495
Brazil	510.340	0,332	169.646

(*) The composed index represents the multiplication factor obtained, considering the joint action of immediate drop-out, mediate drop-out and failure.

1971 — In 1971, the total number of students under contract went up to 2.569.862 illiterates. Average productivity also rose since, for Brazil, 42% of the students under contract became effectively literate. Agreements were signed with 3.405 counties, with the following geographic distribution:

1971

Regions	Counties	Students under contract	Composed index	Students who became literate
North	108	56.537	0,323	18.261
Northeast	1.205	1.336.662	0,418	558.725
Southeast	1.241	686.163	0,427	292.992
South	717	414.232	0,408	169.007
Middle-West	134	76.268	0,421	32.109
Brazil	3.405	2.569.862	0,417	1.071.094

The latest data on the productivity of the system goes back to the 1st semester of 1971, with the following average indexes:

a) Immediate Drop-out: 11% (difference between students who attended the 1st month and students under contract).

b) Mediate Drop-out: 19% (during the course)

c) Failure: 40% of the students who attended the 5th month.

The total of students who became literate in 1970 and 1971 approaches 1.300.000, the data for 1971 being estimated on results of the 1st semester.

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For the year 1972, the estimate is as follows:

1972
Estimate Preliminary Goal

Regions	Students under contract	* Composed index	Students who became literate
North	228.167	0,453	103.382
Northeast	1.944.841	0,566	1.100.805
Southeast	1.269.510	0,544	703.608
South	504.429	0,483	243.854
Middle-West	296.803	0,462	137.181
Brazil	4.243.750	0,539	2.288.830

* This index forecasts substancial increases in productivity.

The estimates for 1972 are quite realistic since the data already includes results of the 1st semester, with a total of more than 2.000.000 students under contract in 3.000 counties.

MOBRAL will undertake to work more closely with organizations capable of supporting its action throughout the national territory. Basically, a closer cooperation with professional organizations and, even, employment agencies will be undertaken since the action of MOBRAL will only be completed with the integration of the "MOBRAL Student" into the community where he lives.

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IV
Other Entities

1 — Ministry of Navy

The Navy through its Directory of Ports and Coasts has been reshaping all of its education programmes and updating curricula in accordance with the development of technology, thus reducing the gap between the technical-professional qualification of the Mercantile Marine personnel and the coming into operation of new systems and equipment.

The Adult Education Programmes have the following objectives:

— to eradicate illiteracy among naval workers;

— to improve the level of basic instruction of the Mercantile Marine personnel, particularly of those among the lowest professional categories providing them the basic knowledge to take subsequent professional courses;

— to update the technical-professional skills of workers, in view of the progress made by the Mercantile Marine;

— to prepare the technical-professional manpower in various regions according to the needs of the local labour market;

— to make technical-professional courses for dock workers more dynamic in order to achieve a greater productivity in port and terminal services.

Naval education adopts new techniques like audio-visual methods, programmed instruction and educational TV. For that it has the assistance of PNUD ad IMCO (Intergovernmental Maritime Consulting Organization).

The utilization of thousands of illiterate naval workers in the North and Northeast regions, as well as in Pirapora, was made possible only because of the literacy courses which were mainly directed at developing the crews for the river-boats built in the São Francisco River area.

With the preparation and the technical-professional training of the naval worker, conditions were created for both higher and lower levels of naval workers to have access to better positions in their careers. Thus, same as the already existing system for officers, the exams for promotion are being replaced gradually by training courses.

On the other hand the courses make possible for the ships that are added to our commercial fleet, in accordance with the government plans for expansion of the Mercantile Marine, to be manned by Brazilians; this is interesting both for the National security and the social-economic development of the country.

The courses offered by the Mercantile Marine and Port Authorities Schools in 1970 and 1971 trained 3.402 and 8.917 adults respectively.

2 — Ministry of Army

The Brazilian Army has been participating quite significantly together with the whole nation in the huge effort towards the eradication of illiteracy. The results of this participation can be seen mostly in the frontier areas where the army helps the civilian population in places where schools are scarce or non existent.

Furthermore, the army has been active in seeing that young draftees leave the barracks not only with a military certificate but also with some training and professional qualification. In that connexion the army maintains a Center for Technical Professional Education in the state of Guanabara as well as training courses in such states as Rio Grande do Sul, Paraná and Santa Catarina.

The admission of students to these training Centers is preceded by vocational tests given by psychologists from SENAI and SENAC and also by a survey of local manpower needs developed by the Ministry of Labour.

Classes are given in the evening on a daily basis. Many industries like Ford-Willys of Brazil, National Motors Factory, Volkswagen, Bosch, Tyn, Pipes and Comeson, General Electric, Ishikawagima of Brazil, etc. have donated equipment to the school work-shops for the training of drawers, electricians, refrigeration technicians, welders, mechanics, carpenters, painters, etc.

Approximately six thousand students have been trained in the various courses offered and have been absorbed by the labour market after completing their draft service period. Furthermore the army literacy programme has trained about 20 thousand students in the last few years.

3 — Ministry of Labour and Social Security

Within the general policy for the preparation of manpower and the expansion of work opportunities developed by the Federal Government the

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National Manpower Department has a very important rôle. This is a normative agency under the Ministry of Labour and Social Security. It was created in 1966 and its purpose is the research and analysis of the labour market throughout the country, it examines the labour supply and demand conditions; the opening of new fronts to meet the annual population increase, the problems of placement, professional training, immigration, professional registration and identification.

In order to carry out the research and analysis of the labour market, DNMO collects and classifies data relative to the active population that are necessary for a better knowledge of the composition, distribution and fluctuation of manpower in Brazil. DNMO operates with three types of information; the period and complexity of their information vary. A complete yearly survey of the individual characteristics of all employees in the urban sector, in the industrial and service corporations, makes possible for preparation of long range plans.

All urban corporations, whether industry or services, send to DNMO a monthly list of employees admitted and dismissed together with their occupational characteristics.

After three years of monthly checking, this series of statistics permitted the determination of the principal cyclical problems of the labour market, as well as its occasional and structural crises in all units of the Federation. Last the placement agencies collect data on the supply and demand of manpower at the local level, thus making the needs of business compatible with potencial employees.

The activities of the National Manpower Department contribute significantly to the integration of the various training programs aiming at the qualification, updating, improvement and specification of manpower. In carrying out this joint effort, DNMO has made agreements with several entities like the Department of Middle Level Education of MEC, who coordinates the PIPMO programmes, the Ministries of Navy and Army; SENAI and SENAC; and the Superintendencies for Regional Development — SUDENE, SUDAM, SUDECO and SUDESUL.

The National Manpower Department is responsible for utilization of the resources of the Unemployment Fund which is used primarily for professional training and the operation of employment posts and agencies.

The utilization of resources for training was a decision that the Government was forced to make, since the money from the Fund would not be sufficient to support the temporarily unemployed.

Furthermore the labour Unions from both rural and urban areas joined the Union Literacy Contest developed by the Cultural Activities Sector of the Ministry of Labour and Social Security. This fact is quite significant in the whole picture of the radical changes that are taking place in the country. All states of the Union participated in the contest under the coordination of the respective Regional Labour Office. Some unions coordinated the execution of their programmes with MOBRAL. This indicates that the ties between MOBRAL and the Labour Unions tend to become stronger throughout the country.

The global results of the contest were as follows:

total of students enrolled: 22.742

total of students provided literacy training: 13.688

Out of the total trained 11.739 come from rural areas and 1.949 from urban areas.

The labour unions will mobilize together with MOBRAL in order to set up radioposts that will be utilized at an early stage for a huge literacy programme to be developed on the first fortnight of August. Radio Mauá — a broadcasting station under the Ministry of Labour — will also become part of the national broadcasting network. It will also be the leader of a network of state broadcasting stations to retransmit the programmes on a different time of that used for the training programme.

4 — Brazilian Association for Rural Credit and Assistance

The Brazilian Association for Rural Credit and Assistance (ABCAR), although created in 1956, only became effective in 1966 when it actually began to coordinate all rural extension activities in the country.

The objective of rural extension is change in the economic, social and cultural structure. Considered as an educational work, it is a form of investment to make more effective the factors of

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production and welfare. It tries to divulge new work methods, better living habits, hopes of progress, incentive to the use of initiative, improvement of work capacity, the up-grading of man himself — helping men to help themselves; rural extension contributes to accelerate the development process and to make it a permanent achievement.

Rural extension is a valuable and efficient investment for the development of agriculture in the country, introducing new production factors derived from the constant research and improvement of means and methods of work and involving basic aspects of the development of human resources such as:

— **education** — involving programmes, projects and measures to make farmers, their families and communities more able to handle food, health and housing;

— **technical and economic orientation** — for them to benefit from technological progress and achieve conditions necessary to increase their income, and

— **information** — as an element of motivation and an indispensable supplement to both works of education and technical-economic orientation.

By such means Rural Extension links the vital aspects of man and his community to the development of rural areas. The increase in productivity turns the farmer into a businessman, and makes him able to increase the production and the income of his property, making available the resources necessary for the continuing improvement of the enterprise and the raising of the living standard of the family. The work accomplished in a direct contact with the farmers themselves has also influence in the consumers market and the general economy, through the increase and improvement of production quality. It gets into the storage business through cooperatives thus assuring favourable prices for the producer. Such aspects of rural organization plus the strengthening of rural unions constitute the priorities of the extension work.

The Brazilian Rural Extension System consists of a coordinating agency at the national level — ABCAR — that controls 21 Rural Credit and Assistance Associations operating Rural Extension Services in each unit of the Federation. ABCAR and its associates are private entities, non-project organizations, with technical and administrative autonomy but closely related to one another with the same objectives, principles and work methodology. They operate in cooperation with the Government (Federal, State and Municipal) with agencies for regional development, credit units and private organizations. In that connection ABCAR includes five categories of members: born members, supporting members, cooperating members, executive members and founders; the Ministry of Education and Culture is one of the born members.

ABCAR maintains app. 1.035 offices that provide assistance to 1.548 municipalities. Thousands of technicians in various professional fields and belonging to several different organizations have been trained in the five training centers located in Manaus, Fortaleza, Recife, Viçosa and Florianópolis.

ABCAR also develops activities aiming at the establishment and revamping of community structures, mobilization of voluntary leaders, channelling of credit, up-grading of personnel, incentive to cooperatives and labour unions as well as other activities for the support and strengthening of production and welfare. These activities are carried out with the cooperation of voluntary leaders and of thousands of community organizations including Municipal Development Councils, Specific Commissions, Groups of Farmers, Housewives and Leaders, Clubs for young people, etc.

Courses and Meetings Conducted in the

Training Centers 1965 - 1969

Year	Courses and Meetings	
	n. of Courses	n. of Participants
1965	66	1.876
1966	82	2.566
1967	129	3.442
1968	147	4.585
1969	238	6.507

The Brazilian experience demonstrates that Rural Extension has been a valid and efficient

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instrument to bring to the farmers and their community the technical development and the general knowledge they lack. There is no doubt that this educational system should be supported and strengthened in order to motivate the farmer to adopt rational procedures that will bring him a greater income and help him overcome resistances originated from tradition, customs, inertia, ignorance and suspicion, creating a mentality of progress in agriculture.

As soon as MOBRAL places more emphasis in the rural areas, there will be agreements with various entities of the ABCAR system; ABCAR collaborates closely with PIPMO which is presently giving priority to agriculture.

5 — Evangelical Confederation of Brazil (CEB)

The Evangelical churches through the Evangelical Confederation of Brazil have realized since 1959 that the problem of illiteracy in Brazil must mobilize all good Christians through their communities to give man better living conditions.

In 1961, a work group called together by the Evangelical Confederation of Brazil met at Mackenzie Institute in São Paulo. The ABC reading book was a result of the work of the group. The Ministry of Education and Culture showed interest in the material developed and published 4 million units on an experimental basis. The Evangelical Literacy Cruzade utilized those reading books up to 1965 and established a nation wide programme mobilizing voluntary teachers and using churches, rooms and residences. The adult literacy campaign was quite successful and had the support of local communities.

In 1967, the Evangelical Literacy Cruzade was expanded into a larger movement covering various states of the Federation principally in the Northeast, under the name of Department for Adult Basic Education (DEBA), one of the departments of CEB.

The experience developed was used for the preparation of the ABC Ready Book Manual using an eclectic method special for adults. The programme is being developed principally in the states of São Paulo, Minas Gerais, Goiás, Pará, Amazonas and the Federal District. The teaching material utilized for the programme consists of the literacy teacher's manual, the ABC Reading Book and teaching material. It is supplemented with notions of hygiene, home-education, health, arithmetic, etc.

The objective of the adult basic education given by DEBA is to provide the student with the basic knowledge that will make possible for him to improve his living conditions; to develop his aptitudes so that he can participate more effectively in the economic and social development of the community where he lives; to provide a new approach towards life, making it possible for him to better serve his family and become a good Christian and a democrat. The system is not limited to literacy training only; it tries to provide continuing education through simple reading.

The main concern is to make adult education a part of a continuous educational process, in other words, a permanent education. For that purpose, various manpower training courses were developed in order to meet the needs of the labour market.

At present, DEBA conducts courses for the preparation of literacy teachers and mobilizes voluntary teachers at all levels. DEBA has agreements with MOBRAL in practically all the municipalities covered by their work. The educational activity is developed through the basic education system. A team consisting of teachers develops the teaching materials and orients the local teams, which consist of literacy teachers of all levels but principally of elements with elementary education only, all volunteers, largely young people from religious communities. Monitors are carefully selected and almost invariably have a pedagogic background; furthermore they are periodically trained.

Resources used by CEB for the execution of the Adult Education Programme come mostly from Federal and State funds through agreements but include also contributions from private and international organizations.

6 — Inspetoria São João Bosco

The Inspetoria São João Bosco with its Adult Literacy and Basic Education Programme focuses principally on the development of man.

Their programme covers all of Brazil but concentrates in nine units of the Federation. The

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work is performed by volunteers — the large majority high school students — and by groups of young people from the Parishes of Catholic Churches. Functionaries of Charitas (catholic organization), ACAR (Association for Rural Credit and Assistance), LBA (Brazilian League for Assistance) and members of the Lions and Rotary Clubs also provide assistance to this programme.

The work is conducted generally in clubs, schools, parishes under the general coordination of members of the Salesian Congregation belonging to "Inspetoria São João Bosco" and specially released for the activities of the programme. Besides conventional education, "Inspetoria São João Bosco" also engaged on a TV experimental programme in 1969. The "Inspetoria" uses its own method (SDB) for its literacy programmes and prints its own teaching material. The training of monitors is also an integral part of the programme. The "Inspetoria São João Bosco" has provided literacy training for about 500.000 students during the period 1963/1971.

7 — Adult Training

a) National Service for Commercial Apprenticeship (SENAC)

SENAC is a private organization created and supported by Commerce; it has been in operation for 24 years preparing qualified labour for commerce. Through a network of approx. 100 schools and training centers in the largest commercial centers of the country, besides its mobile units, SENAC covers the following groups of economic activities: stores, wholesale, storage, tourism and hospitality (tourist and travel agencies, hotels and the like), autonomous agents dealing in commerce (auctioners, customs agents, brokers for real estate and goods, commercial representatives).

In order to achieve its objectives SENAC has twenty one regional departments in the various units of the Federation and in the Federal Capital; these units conduct courses of various types.

It should be noted that SENAC, although maintaining its own education system, works in close collaboration with other entities and provides scholarships. Its programmes make it possible to adapt to the needs of the employers in the various regions of the country and are carried out after careful research to present short term and long range solutions.

In its 24 years of activity SENAC has taught professional skills to over 800.000 people. Their experience is being used today in other countries of Latin-America.

b) National Service for Industrial Apprenticeship (SENAI)

SENAI is a private organization created and supported by Industry. It has been in operation since 1942 preparing middle level personnel in apprenticeship courses, training and improvement courses for adults and courses in industrial techniques. Its administrative structure is very similar to that of SENAC's with Regional Departments coordinated by a National Department.

In 1971 SENAI trained 195.321 adults in various professional categories quite often through agreements with the Ministry of Education and Culture and the Ministry of Labour.

c) Social Service for Commerce (SESC)

The Social Service for Commerce is a private entity engaged in social work and education; it was created in 1946 by the National Confederation of Commerce which is its supporting agency.

Since 1968, SESC has been conducting education programmes with special emphasis on adult education problems thus contributing to the welfare of commerce workers and to the improvement of the standard of living of their families.

The educational activity of SESC is developed mostly in work centers, sports clubs and vacation colonies through courses, libraries, groups for social, cultural, recreational and sports activities, the participation in community movements, etc.

The organization of SESC consists of a National Administration which coordinates the activities of the regional administrations covering app. 150 cities throughout Brazil.

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d) Social Service for Industry (SESI)

The objective of the Social Service for Industry is to improve the standards and the social conditions of Brazilian workers and their families.

SESI was established in 1946 as a result of the pioneer effort of Roberto Simonsen and its support comes exclusively from industry through a 2% contribution on their total pay-roll.

Basic activities of SESI focus on Education, Nutrition, Recreation and Medical Assistance to the Brazilian worker in industry.

In relation to Basic Education, SESI provides, besides elementary education, regular courses for adult literacy education. Enrollment in these courses for 1967/1969 was 45.250 students with a productive output of 17.771 students.

SESI conducts also professional courses that trained 4.203 workers during 1967/1969 with a total of 212 courses.

The distribution of activities of SESI through the country makes it an indispensable organization for support of other agencies like MOBRAL.

e) Intensive Programme for Manpower Preparation

The Intensive Programme for Manpower Preparation (PIPMO) was created by Decree 53.324 of Dec. 18, 1963. Their activities began in 1964 and the immediate objective was to prepare technicians in mechanics, transports, supplies, electricity, chemistry and civil construction since these are the fields where qualified manpower is most needed.

PIPMO's experience and its repercussions in other government areas brought into consideration the convenience of giving equal attention to the primary and tertiary sectors.

PIPMO is included among the Priority Projects of the Federal Government and will prepare 550.000 new professionals for 1972/1974 in accordance with the Sector Plan for Education and Culture, distributed among the following sectors: agriculture — 150.000; manufacturing, industry and civil construction — 183.000; and services — 217.000.

According to specific legislation, PIPMO has the following objectives:

— to provide special training, retrain and improve the levels of employers in industry;

— to qualify professionals for industry; and

— to prepare the teaching, technical and administrative staff for industrial education.

In view of the reshaping that expanded their activities to include other sectors of production, their objectives were broadened:

— to train new professionals for agriculture, industry and services;

— to improve, retrain and provide special training for employees on the job.

PIPMO operates at all levels of education which is quite obvious if one considers the various fields of training: workers (skilled or semi-skilled); supervisors, administrative and technical auxiliary personnel (specialists); technicians and engineers; managers and administrators; teaching staff (professors and instructors), etc.

As the programme operates in specific fields and only the essential part of each occupation is included in the intensive courses, the students are over 18 years of age.

PIPMO is conducted through the national territory, the development of courses, their location, their level, the specific fields to be covered degreed on surveys of manpower needs and on material and human resources to be provided by the communities involved.

It follows the principle of administrative decentralization and it operates, without a big physical basis, through agreements with educational entities, business corporations, Federal, State and Municipal agencies and private organizations.

Basically, PIPMO consists of a Task-Force for Coordination at the National Level and a Task-Force for Coordination at the State level.

Since the beginning of its activities (1964) up to 1970, PIPMO has prepared a total of 369.000 professionals.

8 — Supplementary Education at the State Level

Supplementary Education at the State Level has been traditionally the principal element of

adult education in Brazil. Now, through a series of agreements of Consolidated Education with MOBRAL, it is undergoing a process of modernization that will greatly expand enrollment during the years to come. Besides its traditional students, whose number will follow the normal growth, there will be an additional number of literacy students channelled through MOBRAL to the regular network of non-formal education.

This type of education will have some pressure put in for its accelerated expansion, namely, the levelling up of formal and non-formal education in order to establish an adequate system of continuing education.

The changes that will take place in non-formal education will be originally of a quantitative nature; however, still on a short term basis, some quite important qualitative changes will also take place as MOBRAL begins to put into practice some of its successfull experiences after careful evaluation by the non-formal education system of both States and municipalities.

The latest figures available (1967, 1968 and 1969) show the supplement education system still operating on its traditional way.

Supplementary Primary Education

	1967	1968	1969
Units	8.509	8.683	7.769
Initial Enrollment	587.554	705.731	719.688
Final Enrollment	483.554	574.195	574.858
Students Approved	323.249	404.821	395.112
Teachers	20.434	25.280	25.558

This type of education is predominantly State and urban (in 1969 they accounted for 75% and 82% of the total enrollment, respectively). Municipal education comes next in importance with 15% of the total enrollment.

The Non-Formal Education Network enrolls app. 1.000.000 students; most of them (700.000) are being trained under agreements between the Secretaries of Education and MOBRAL.

9 — Programmes for Adult Education Utilizing new Technology

a) Educational Broadcasting Service (MINERVA PROJECT)

This programme has been developed by the Educational Broadcasting Service of the Ministry of Education and Culture; it was established on September 1st, 1970 and finally launched on October 4th.

It represents something new in Brazil and its implementation has involved some difficulties particularly because of its size since it is a nation wide project.

The various programmes developed by the Minerva Project are broadcast through a national radio station network under the command of the Radio of the Ministry of Education and Culture; the micro-wave transmission is provided for by EMBRATEL — Brazilian Enterprise for Telecommunication. In regions of the country that are not reached by EMBRATEL, the transmission is made through magnetic tapes; a monitoring radio station (usually the most powerful) is selected in each state and provides the sound for the others.

The objective of the Project is to supplement the work of the regular educational systems, to provide education to Adults and Adolescents and to provide continuing education. The project can reach any level or field of education, pedagogical or professional orientation and may provide information on school units or systems that may be of interest to the public.

Reception can be of two types: organized, with groups of twenty five to thirty five students following classes under the orientation of a leader (monitor) in a place where a radio receiver is available (radiopost); appropriate written material is used to follow the courses. Most recent data (1971) show 180.000 students distributed among 600 radioposts.

The so-called isolated reception consists of the student listening to the course on individual basis, at his own home.

MOBRAL has developed a first agreement with the MINERVA project, aiming at the training of 100.000 literacy instructors in 1972.

b) Brazilian ETV Centre Foundation

FCBTVE has been established as a Foundation by the Act 5.198 of January 3rd, 1967; its objective is the production, acquisition and distribution of ETV material.

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FCBTVE has been training specialized people for ETV and has been conducting adult education programmes in science, mathematics, notions of general interest, family education, basic notions in art, subjects of general interest for the community.

FCBTVE plans to put into execution, during 1972, a Project for an Intensive Elementary Education Course, on an experimental basis and in accordance with high standards of pedagogical technology. This course will serve a group of semi-literate adults who depend on a more complete knowledge in order to obtain the completion certificate for the 1st four years of 1st level education; this certificate is already a requirement in many states for admission in both private and public enterprises.

MOBRAL is developing preliminary discussions for a teacher training programme on televison to be conducted by FCBTVE.

c) Padre Anchieta Foundation

In 1967, after some ETV experiences were already underway in Brazil, the State Government of São Paulo created, in September of that year, The Padre Anchieta Foundation, an Education Radio and TV Center for São Paulo.

After 21 months of research for the preparation of its project and the construction and installation of its radio and TV stations, the Padre Anchieta Foundation began its programmes in June 1969.

In order to cover all the social-economical-cultural brackets of the population, Padre Anchieta Foundation established three lines of programmes daily: artistic, cultural and educational.

The following plan of action was made for the educational programme:

— Literacy Courses and Intensive Elementary Courses for adults and adolescents;

— Intensive Secondary Course (Madureza Ginasial); and

— Senior high school with emphasis on technical and professional education.

Beginning June 1970, the educational programmes of the Foundation were broadcasted almost in all States of the Federation both on radio and TV. A much broader network was thus established which will make possible soon for all units of the Federation to benefit from the experience of the Anchieta Foundation. Also beginning October 1971 and March 1972, the Anchieta Foundation will launch two new lines of programmes:

— Intensive Elementary Course for students (Adolescents and Adults) who complete the MOBRAL Literacy Course (Radio Course developed through an agreement with the Ministry of Education; and

— Intensive Secondary Course (new version of "Madureza Ginasial". Madureza Ginasial is a non-formal secondary course which permits the students to get a certificate on a intensive basis without going through the complete years of schooling, which has been given since 1969).

The transmissions are supported by:

— **basic book** — to provide a summary, an information system, drills and illustrations;

— **Teleposts** — in view of the constant need for evaluation of its "Madureza Ginasial" Course the Anchieta Foundation has established a network of thirty teleposts (distributed among the various socio-economic areas of the Greater São Paulo and surrounding municipalities) and two radioposts (one in Itapetininga and the other in São Paulo, for the blind).

MOBRAL intends to develop close connection with the Anchieta Foundation in order to utilize the know-how of that institution for its Adult Literacy Programmes.

d) Padre Landell de Moura Educational Foundation (FEPLAM)

FEPLAM's work includes classes through radio and TV, the organization of radio and TV, the development of teaching material and the training and orientation of monitors and supervisors in the interior of the State of Rio Grande do Sul. FEPLAM's experience has gone beyond the borders of its native State and the neighbouring State of Sta. Catarina has 9.000 students enrolled in courses preparing for "Madureza tests". Also Brasília and Bahia are benefited from programmes put out by the Foundation.

FEPLAM has 19 regional coordinating offices responsible for 76 municipalities and 19 munici-

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palities receive direct assistance from the organization.

The results obtained by FEPLAM's programmes during 1966/1971 are the following in terms of students enrolled:

— Madureza	39.906
— Literacy	4.709
— Learn through TV	857
— Basic and technical education	1.266
— Education for work	604
— Basic notions in Primary Education	1.580

MOBRAL contemplates a special project to be developed through an agreement with FEPLAM aiming initially at the training of teachers in that region.

e) Basic Education Movement — MEB

The Basic Education Movement (MEB) is a non-profit social-educational entity created in 1961 by National Conference of Bishops of Brazil. MEB's experience came from the work developed in adult literacy by brazilian clergymen in the cities of Natal and Aracaju in the Northeast region. Its work expanded into various Northeast states.

In 1970, the action of MEB covered 8 states totalling 149 municipalities. Their programmes focus on the rural populations and their concept of education is that of cultural integration. Their educational activity aims at developing the individual both for his personal satisfaction and as an agent of social change.

The educational methodology adopted by MEB follows several methods and experiences in adult education;

— extension; community promotion through the rendering of services; association; popular participation; community development and organization.

Each system has a team that develops and implements a local education programme and trains their own volunteers within the community.

Cultural activities can be classified in three groups:

— **Cooperative Activities,** benefited the groups participants through mutual help as well as the community.

— **Recreational Activities:** Football clubs, folklore gatherings.

— **Skill and Development Activities,** through clubs dedicated to the teaching of sewing, nursing, child care, and school activities.

MEB schools are used for all popular activities that can transmit general knowledge to the students and develop cultural and economic integration. They also serve as a dynamic element for community development.

The great majority of MEB schools are radio schools that utilize an organized reception system. Non-radio schools have been created recently to meet the needs of other areas. Appropriate teaching material supports the programmes.

Between 1961 and 1971, MEB taught 526.900 people.

Their goal for 1972 is:

a) Provide literacy training for 29.251 students within their own system;

b) Provide a continuing education to 71.228 students through a 10 month course within their own-system;

c) Prepare and upgrade 2.916 students in professional fields, through intensive 200 hours duration courses.

MEB has always been supported by Federal Funds released through MEC, and funds through agreements with SUDENE; it has also benefitted from loans and grants from both national and international organizations.

MOBRAL will enter into agreement with MEB through which MEB will make their radioposts available for the support of MOBRAL's radio programmes.

MOBRAL will, in turn, provide free teaching material to be used by MEB students.

Conclusions:

It becomes quite apparent throughout this presentation and particularly from those chapters dedicated to "MOBRAL" and "Other Entities" that the policy for adult education adopted by this country hopes to bring together and coordinate all agencies that deal with this problem making possible a cross-fertilization of experiences that will ensure the success of the undertaking.

The main focus is on finding new solutions with organizations that develop new educational technology that will make possible on a short term basis to change the conventioned odds in the field of literacy education. The most striking example of this policy is the recent agreement between MOBRAL and MINERVA. Under this agreeement some 100.000 literacy instructors will be trained through a National Radio Network with almost 6.000 radioposts.

This change in odds is imperative in order to meet the short term expansion of Adult Literacy Education in Brazil as well as to establish an adequate system of continuing education.

The most refined aspects of the future programmes of adult literacy and continuous education will require a higher level and better trained teaching staff, this being the reason why the new experiments tend to focus teacher training with priority attention. Furthermore, the upgrading of the teaching staff will satisfy the need for qualified teachers for the supplementary education, as provided for in the Act 5.692, who hitherto were not specifically trained for that purpose.

Adult Education will cause a great impact in the productivity of the economic system of the country; it bears close relationships with present and future needs of the labour market and will make possible the development of mechanisms for a careful evaluation and measurement of the rate of return on investiments in the field of education.

Adult education on an organized and continuing basis will bring enormous economic benefits to the country (as shown above) and will make society more dynamic, modern and democratic.

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